

( Jan. to March, 1933.  
April to July, 1933, overseas )

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM IV. (A & B).

(Ages 13 to 15.)

PUPILS' NAMES .....

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#### Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

A & B *Old Testament History*,\* by J. M. Hardwick and H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. 72-131, with introduction and appendices (from *Numbers*, chapter 16, to *Joshua*, chapter 24). *The Acts of the Apostles*\* chapters 1-5. *The Saviour of the World*,\* Vol. IV. (P.N.E.U. Office, 3/-), pp. 66-133, with Bible passages from the index.

For reference : *Clarendon Bible : The Acts*, with introduction and commentary by A. W. F. Blunt. B.D. (Oxford Press, 4 6). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). Peloubet's *Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. Philip's *Handy Scripture Atlas*\* (1/-). *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). *The Little Bible* (Oxford Press, 2/6, see *Appendix for Teachers and Parents*).

† The 125th term of work set since the Parents' Union School began.

For daily Bible reading and prayers: *Daily Readings and Notes* (Series B), monthly schemes from the Secretary B.R.F., 19 Old Queen Street, London, S.W. 1, (2/6 a year); or, *Lectiones, 1933* (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Songs of Praise* (Oxford Press, 6/-; words (Oxford Press, 1/6). *Two Minute Bible Readings*: for use in opening school (S.C.M., 3/-).

For Sunday reading: *St. Paul's Life and Letters*, by J. Paterson Smyth (Sampson Low, 2/6), pp. 1-75. *Eton Fables*, by Cyril Alington (Longmans, 3/6). *John Williams the Shipbuilder* by Basil Mathews (Oxford, 2/6), or, (IV.A), *Life of Gordon*, by Sir William Butler (Macmillan, 3/6).

A *Sunday Gospels*, by Canon Masterman (S.P.C.K., 3/6).  
A & B *The Church Catechism Explained*, by A. W. Robinson (Cambridge, 2/-).

Sunday Occupations: A Book of Centuries (see under General History).

Choose and inscribe texts, mottoes and verses, using "Bridges" writing, cards 7 and 9.

#### Writing.

Choose and transcribe passages from (a), the poetry set, and (b), other literature.

A *New Handwriting* (which is not script) by M. M. Bridges (P.N.E.U. Office, 5d. a card): work from cards 7, 8 or 9; or, McDougall's *Print-Form Writing Exercises*, Books 2 and 3 (3½d. each).

#### Dictation.

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject. Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently. Doggerel must not be written. Metres of poems read under Literature should be followed. *The Little Oxford Dictionary* (Oxford Press, 1/6).

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (see under *Our Work* in the January *Parents' Review*).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

A & B *A Senior English Grammar*,\* by R. B. Morgan and H. A. Tieble (Murray, 3/6), pp. 66-94 (with suitable exercises).

or, B, use *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9).

#### Literature. (See N.B. 1.)

A & B *Shakespeare's As You Like It*\* (Blackie, Plain-text, 6d.). Scott's *Redgauntlet*\* (Nelson, 1/3). Cowper's *The Task*, Book I.\* (Oxford Press, 6d.). Goldsmith's *The Traveller*\* (Blackie, 3d.). Goldsmith's *Vicar of Wakefield*\* (Dent, 1/4). *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 503-556; or, *The Golden Road in English Literature*, by Amy Cruse (Harrap, 10/6), read from pp. 381-428: Gray, Burns, Cowper, Goldsmith, Johnson.

Read poetry daily.

*Shakespeare to Hardy, An Anthology of English Lyrics*\* (Methuen, 1930 Edition, 3/6).

A *Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### British History.

A & B *A History of England*,\* by Cyril Robinson, Vol. III. (Methuen, 3/6), pp. 90-155 (1754-1796); (or, in schools, IV.B. may work with III.A., using Arnold-Forster's *A History of England*\*).

Make summaries of events and dates, and finish a chart of the 18th Century. Read the daily news and keep a calendar of events.

Take *The Home and Class Room* section of *The Times* (P.N.E.U. Office, 6/- a year); or, *The Times Weekly Edition* (P.N.E.U. Office, £1 2s. 0d. a year).

Teacher will find useful Quennell's *History of Everyday Things in England*, Part VI. (18th Century), (Batsford, 3/-); *Everyday Life in Old Scotland*, Part III., by I. F. Grant (Allen, 2/6); *History Charts* (P.N.E.U. Office, 6d.).

#### General History.<sup>1</sup>

A *Medieval and Modern Times*,\* by J. H. Robinson (Ginn & Co., 10/6), pp. 473-525 (omitting set questions); also Cyril Robinson's *History*, above, pp. 171-193. *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 252-294 (omitting set questions).

B *Hellas the Forerunner*,\* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 160-211. *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 1-43.

A & B Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term, (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum *Guide to Greek and Roman Antiquities* (2/-), and Postcards; see catalogue to be had from the Museum. Teacher will find useful, Quennell's *Everyday Things in Archaic Greece* (Batsford, 7/6).

<sup>1</sup> National History may be taken instead in one General History period.  
See under Reading

**Citizenship.**

A & B *Ourselves*,\* Book I. (Kegan Paul, 4/-), pp. 95-117.  
North's *Plutarch's Lives: Alcibiades*\* (Blackie, 10d.).  
A *Hellas the Forerunner*,\* Vol. II., by H. W. Household, M.A. (Dent, 3/-), pp. 53-65. Read also pp. 156-170 in Cyril Robinson's *History*, above.  
B *The Golden Fleece*, by G. W. Morris and L. S. Wood (Oxford Press, 3/-), pp. 90-122.  
Smith's *Smaller Classical Dictionary* (Dent, 2/-). *Classical Atlas* (Dent, 2/-).  
For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/-).

**Geography 1**

Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration.  
Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.  
A & B *Ambleside Geography Book V.*,\* 1931 edition, (Kegan Paul, 5/-), pp. 171-219. *The World*, Part I., by O. J. R. Howarth and W. A. Bridewell (Oxford Press, 4/-), pp. 333-359 and 291-323, for regional work.  
A Huxley's *Physiography*\* (revised edition, Macmillan, 5/-), pp. 45-90. Some account of the physiography of your neighbourhood.  
B Geikie's *Geology Primer*\* (Macmillan, 1/9), pp. 1-53.  
A & B Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.  
*Philip's Modern School Atlas of Physical, Political and Commercial Geography*\* (1929 edition, 7/-). Teacher will find useful *Outdoor Geography*, by H. Hatch (Blackie, 2/-).

**Natural History, Botany and Geology.1**

A & B *Elementary Studies in Plant Life*,\* by F. E. Fritsch and E. J. Salisbury (Bell, 3/-), pp. 81-90, 97-101, and 177-181.  
A *The Elements of Geology*,\* by M. A. Johnstone (Nelson, 3/-), pp. 159-212, with a good map of the British Isles, (see atlas set above); some account of the geology of your own neighbourhood.  
B *Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 181-240.  
A & B Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes.  
For special studies suitable to season and climate, see *Nature Rambles*, Vols. I. to IV.; also *Nature in the Garden*, Vols. I. & II., all by Edward Step, F.L.S. (Warne, 2/- each). *S.N.S.U. Leaflets*, Nos. 45 and 49 (*The Great Bear*, etc., Parts I. & II.), (2½d. each).

**General Science, Physiology.**

A *The Stars in Their Courses*,\* by Sir J. Jeans (Cambridge Press, 5/-), pp. 49-99, using Appendices and star maps.  
B *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192.  
A & B *Physiology for Girls*,\* by M. A. Johnstone (Blackie, 3/-), pp. 129-168.

<sup>1</sup> Overseas members see special leaflet.

**French.2 (See N.B. 4.)**

*L'Enseignement Littéraire du Français*,\* by J. Molmy, Vol. I. (Hachette, 2/6), lessons 27-34, inclusive, or continue. Teacher study preface. Reference for grammar, Larive and Fleury's *La Deuxième Année de Grammaire* (Hachette, 2/6). Read and narrate only, *L'Abeille*, by Anatole France (Nelson, 1/9), pp. 13-80. Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).  
For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set).

**Latin. (See N.B. 4.)**

A *A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A., (Oxford Press, 3/-), (A) §§ 59-64, (B) §§ 35-42, inclusive; or, continue.  
A *Cæsar's Gallic War*, Books I.-III., edited by C. Hignett. (Oxford Press, 2/6), pages 31-42. *A Book of Medieval Latin for Schools*, by Helen Waddell (Constable, 2/6), may be used for reading.

**German.2 (See N.B. 4.)**

A & B *Primary German Course*,\* by O. Siepmann (Macmillan, 3/-), Lessons 19-22, inclusive, or continue. Teacher study preface.  
A For narration, *Bambi*,\* by Felix Salten (Dent, 2/6), pp. 50-110.  
or, **Italian.2 (See N.B. 4.)**  
A & B *Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 5/-), Lessons 4-6, or continue.  
A For narration, *Le Avventure di Pinocchio* (P.N.E.U. Office, 1/3), chapters 94-184 (inclusive).  
*The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. Also, for conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).

**Arithmetic. (See N.B. 4.)**

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI., with *Arithmetical Dictation*, Books V. and VI., by Alfred Wisdom, for rapid mental work. *Teachers' Books are essential*.  
A (1st Term) *Fundamental Arithmetic*, Pupil's Book V.\* (U.L.P., 1/1), pp. 60-79, and Teacher's Book V. (2/3); with *Arithmetical Dictation*, Book V. (U.L.P., 1/8), Exs. 301-320.  
B (1st Term) *Fundamental Arithmetic*, Pupil's Book V.\* (U.L.P., 1/1), pp. 1-20, and Teacher's Book V. (2/3); with *Arithmetical Dictation*, Book V. (U.L.P., 1/8), Exs. 241-261.  
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

<sup>2</sup> Schools may substitute the national language.

**Geometry.** (See N.B. 4.)

*A Shorter School Geometry*,<sup>1</sup> by H. S. Hall and F. H. Stevens (Macmillan, Part I., 2/6), (3rd Term), pp. 119-121, 124-128, 130, 138-142, 146-149; or, continue *The School Set of Mathematical Instruments*<sup>2</sup> (P.N.E.U. Office, 1/- or 2/-).

**Algebra.** (See N.B. 4.)

*A School Algebra*,<sup>3</sup> by H. Hall, Part I. (Macmillan, 3/6), pp. 59, 60, 64-66, 104 and 105 (3rd Term), or continue.

**Picture Study and Architecture.**

Study, describe, and draw from memory details of, six reproductions of pictures by Murillo<sup>4</sup> (P.N.E.U. Office, 2/- the set): see the special notes for teachers only in the January *Parents' Review*; also *Home Education and School Education*.

*A Story of Architecture*,<sup>5</sup> by P. L. Waterhouse (Batsford, 6/-), pp. 149-189.

**Painting, etc.**

Studies of (a), children dancing; (b), perspective views through doorways and windows. Original illustrations (e.g., for Literature set) and simple memory drawings.

Paint-box<sup>6</sup> with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (see *Our Work* in the January *Parents' Review*).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), *The Way to Sketch*, and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6 each), *Simple Lessons in Colour*, by H. A. Rankin (Pitman, 7/6).

**Music Appreciation.**

The work of Elgar; see (a) article, and (b) records suggested under *Our Work*, in the January *Parents' Review*.

*Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 1-30.

**Ear Training, Singing, Piano, etc.**

(a) Regular lessons in ear-training and sight-reading.

*The Compleat Teacher*, by Arthur Somervell, Books III. & IV. (Boosey, Teacher's Books, 2/6 each, Pupils', 3d. each).

(b) Three English songs and three French songs.

*The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). *The Folk Songs of France*, Book II. (Novello, 4/-).

Teacher should read also *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

(c) Choose and learn suitable compositions by Elgar.

For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Recitations.**

Learn two suitable passages of 20 verses each from chapters set in *Bible Lessons*. Psalm 118. Two of Wesley's hymns. A scene from the Shakespeare play, and two poems from anthology set.

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

**A & B** *Captain Cook's Second Voyage*<sup>7</sup> (Blackie, 10d.). Dickens' *A Tale of Two Cities*<sup>8</sup> (Nelson, 1/3).

**A** Homer's *Odyssey*<sup>9</sup> (the Butcher and Lang translation, Macmillan, 5/-), Books 21-24.

**B** *Herodotus: Stories and Travels*<sup>10</sup> (Dent, 1/4), pp. 211-255. Scottish or Irish children may read: *A Short History of Scotland*, by Robert L. Mackie (Oxford Press, 6/-); *An Illustrated History of Ireland*, by P. W. Joyce, LL.D. (Longman, 6/-).

**Drill, etc.** (Choose new work each term.)

Daily drill, dancing or games.

(a) Drill: Board of Education *Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6): take six consecutive tables. Use also *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for Use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 1ld.).

(c) Games: Longball (*Rules*, Bourne & Co., 2d.). Hockey; Netball.

**Work: Crafts, etc.**

Do some definite house or garden work.

Use *Practical Housecraft Series*; (1) *Housewifery*; (2) *Cookery*; (3) *Laundry* (Longmans, 6d. each); *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

*Individual Work in Cardboard Modelling, Book II.* by W. N. Matthews (Pitman, 10d.). (Materials from Dryad Ltd., 42 St. Nicholas St. Leicester.)

(b) Make and decorate a bamboo pipe, and learn to play it. See *The Pipers' Guild Handbook*, by Margaret James (Cramer, 2/-), and *Pipers' Tunes, Book I.* (2/-, airs only 9d.).

(c) Sewing: cut out and make a garment, and do some embroidery.

*Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6). *A Manual of Plain Needlework* (3/6), may be used also for stitches. *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6).

or, (c) Boys: make models in woodwork.

*101 Things for a Boy to Make* (new edition), by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad Leaflet, No. 25, 2d., and sheet No. 15, 6d.).

Boys and girls, darn and mend garments from the wash each week.

*First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C. 1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Form IV. takes two years (ages 13 to 15). When the same book is used in Form IV. A & B more advanced work should be expected from pupils in Form IV.A. Form IV.B is the old Second Year Form III.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/-, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for the Form (6 terms).

N.B. 5.—Each pupil should have a copy of all books, etc., marked \*, and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturday's.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

## Parents' National Educational Union

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM IV. (A & B).

PUPILS' NAMES.....

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#### Bible Lessons.

- I. 1. "Come now, curse me this people." How did Balaam meet this invitation? Quote from each of Balaam's four parables if possible.  
2. Describe the call of Joshua and give instances from Joshua's career which show what kind of man he was. Describe **one** of them fully.
- II. 1. Give what you can of the substance of St. Peter's address on the Day of Pentecost. What was the immediate result of it?  
2. Describe the impression made by St. Peter and St. John upon the Council. What precautions did the Council take, and how did the Apostles act after their release?  
3. Write, in verse or prose, about our Lord and (a) the Syro-Phoenician woman, *or*, (b) the Blind Man of Bethsaida.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared.) (Spelling is also considered in each answer.)

*The Deserted Village*, by Goldsmith, lines 51-62.

**Composition.**

1. Some lines which must scan on one of the following,—  
(a) Captain Cook, (b) General Gordon, (c) Odysseus,  
(d) "Dame Spring."
2. Give what you can of President Roosevelt's election speech on "Co-operation," or, Write a short speech as by "Dr. Primrose" on "Social Service."

**English Grammar.**

1. Analyse the following, and parse the words in italics:—

Only *reapers*, *reaping* *early*  
In among the *bearded* *barley*,  
*Hear* a song that *echoes* *cheerly*,  
From the *river* *winding* *clearly*,  
*Down* to tower'd *Camelot*:  
And by the moon the reaper *weary*,  
*Piling* *sheaves* in uplands *airy*,  
*Listening*, *whispers* " 'Tis the fairy  
Lady of Shalott."
2. Give examples in sentences of (a) gerund, (b) gerundial adjective, (c) present participle, (d) past participle.
3. Define the following kinds of pronouns, and give examples in sentences: (a) personal, (b) relative, (c) demonstrative, (d) interrogative.

**Literature.**

A&B 1. Describe the part played by "Jaques" in *As You Like It*, quoting lines (not long speeches) in illustration, where you can.

2. Write a scene for acting from (a) *Redgauntlet*, or, (b) *The Vicar of Wakefield*, or, (c) *A Tale of Two Cities*.

3. Choose a poem by Cowper, or Goldsmith. Give the substance of it and show by quotations why you enjoyed it.

**British History.**

A&B 1. Give an account of the rise and the career of William Pitt, Earl of Chatham. Dates.

2. Describe the events which led to the secession of the American Colonies. Dates.

3. What do you know of the work of (a) Clive, or, (b) Warren Hastings as Governor of India?

or, B (only).

1. Write a short account of the French Revolution.
2. Describe the events connected with Washington and the Declaration of Independence.
3. What do you know of the work of (a) Clive, or, (b) Warren Hastings as Governor of India?

**General History.**

A 1. What do you know of the condition of France on the eve of the Revolution? Dates.

2. Describe (a) the work of the Estates General, (b) the first reforms of the National Assembly. Dates.

3. Give an account of the Phoenicians. Dates.

B 1. What do you know of (a) Thucydides, (b) Pausanias, the Spartan?

2. Write an account of Gautama Buddha.

**Citizenship.**

A&B 1. Mention six different ways in which courage may be shown, giving examples from books you have read.

2. "Alcibiades could put upon him any manners, customs, or fashions of what nation so ever." Give in full three instances to illustrate this statement.

A 3. Give some of the thoughts by which Pericles in his speeches "revived the drooping spirits of the people."

B 3. What do you know about the "Domestic System" in the English Wool trade?

**Geography.**

A&B 1. Draw a map of South America putting in the boundaries, chief divisions, and principal physical features.

2. Describe Brazil, its mines and forests and coast towns. What do you know of its climate?

A 3. What different forms of crystallization have you seen? Describe each fully. Drawings.

B 3. What may we learn of the past history of (a) sandstone, (b) granite, by examining a small piece of each?

**Natural History.**

A&B 1. Describe an experiment to show how plants get food (a) from the soil, (b) from the air.

2. Write notes, with drawings, on (a) buds and catkins, or, (b) constellations you have seen this term.

A 3. What do you know about the Cretaceous Period in England? Describe a chalk formation you have seen.

B 3. How are (a) rodents, (b) insect-eaters, fitted for their life? Give diagrams, and describe the life and habits of one of each.

**General Science.**

A 1. What information about the climates of the planets is collected by large telescopes? Describe shortly, (a) Saturn, (b) Jupiter. Diagrams.

B 1. "Heat is really motion"; "Cold is absence of motion." Can you explain by giving illustrations how scientists have come to these ideas?

A&B 2. Describe the process of digestion, (a) in the mouth, (b) in the stomach. What "healthy habits" must we practise as to food?

French.

A & B 1. Translate into French (present tense), Lesson 29, page 80.—“The arrival . . . chestnuts.”  
2. Make six sentences in French showing the use of the personal pronouns (singular) as (a) direct, (b) indirect objects.  
3. The “Duchess” goes for a ride with “Abeille” and “Georges.” Write a short account.

Latin.

A 1. Translate (1) We must fight bravely. (2) He had the opportunity to capture the city. (3) The soldiers feared that the enemy would be on the mountains.  
2. (a) *A Latin Book for Beginners*, translate §64, lines 1-8. (b) scan line 9.  
3. (a) *Either, Cæsar's Gallic War* (Hignet), Book I., ch. 8, translate §§ 3 and 4, “Ubi ea dies . . . destiterunt” or, *A Latin Book for Beginners*, Part II. Translate § 61, lines 22-29, “Equitum . . . praetermissa.” (b) Read the Latin again, then write a narration in Latin.  
B 1. Write the Cardinal numbers 10, 20, 30, etc., to 100, the Ordinals 100th, 200th, etc., to 1000th.  
2. Translate (1) Horatius was so strong that the enemy could not take the bridge. (2) We saw 200 birds on the trees. (3) They ran down so fast that they had soon come to the river.  
3. (a) *A Latin Book for Beginners*, § 39. Translate lines 42 to 47 “Sum Gocles . . . fidei.” (b) Read the Latin again then narrate in Latin.

German.

A & B 1. Translate into German page 185, IV. Reproduction.  
2. Use in sentences the prepositions, — *mit*, *nach*, *bei*, *aus*, *von*.  
A 3. “Bambi” is out in a thunderstorm. Write a short paragraph about what he saw.

or, Italian.

A & B 1. Use, in sentences, the plural of the following nouns, — *ve, parco, l'ago, l'amica, citta, mosca*.  
2. Make sentences using the following phrases, — (a) ten short letters, (b) two large elephants, (c) those kind friends, (d) many green trees, (e) all the large stars.  
A 3. Write six sentences about “Pinocchio” and “il

Arithmetic.

A 1. Draw a diagram to solve the following problem. One jug holds 4 times as much as another and each is half full of milk. The smaller jug is emptied into the larger which is then filled up with water. What is the proportion of milk to water in the mixture?  
2. Find the number of wood blocks  $4\frac{1}{2}$  in. by 2 in. needed to cover the floor of a room 12 ft. 6 in. by 10 ft. 6 in., and their cost at 10s. per 100.  
3. A model railway runs on a circle of rails of radius 5 ft. 3 in. How many yards has the engine run when it has been once round the track? How many times would it have to go round in order to run a quarter of a mile? ( $\pi = 3\frac{1}{7}$ ).  
B 1. Reduce to lowest terms and express the answers as decimals:— (a)  $\frac{2208}{9600}$  (b)  $\frac{1575}{250}$   
2. Simplify:— (a)  $4\frac{5}{8} - 2\frac{1}{8} + \frac{1}{4}$   
(b)  $\frac{20 \times 6 \times 304 \times 0.05}{19 \times 0.06 \times 1.2 \times 0.05}$   
3. How many pieces of string, each measuring 6.7 centimetres, can be cut from a piece measuring 3.5 metres, and what will be the length in millimetres of the remainder?

Geometry.

1. Prove that the area of a parallelogram is double the area of a triangle on the same base and between the same parallels.  
2. ABC is a triangle with a right angle at A. If AX be the perpendicular drawn from A to BC show that  $AX^2 = BX.CX$ .  
3. Show how to draw a triangle equal in area to a given quadrilateral.

Algebra.

1. From  $\frac{7}{8}a^2 - \frac{3}{5}ab - \frac{1}{6}b^2$  take  $\frac{3}{8}a^2 - 2ab + \frac{1}{2}b^2$  and multiply the result by  $\frac{1}{3}a$ .  
2. If  $a = 4$ ,  $b = -3$ ,  $c = 2$ ,  $x = 1$ , find the value of:—  
(i.)  $2\sqrt{a^2x} - 3\sqrt[3]{a^2c^2x} + 5\sqrt[4]{9b^2}$   
(ii.)  $\sqrt{b^2 + 3abc} - \sqrt{2b^2 - 9x^2}$

2. Draw, on the same axes, the graphs of:— $y = 3x$ ,  $y = 4x - 2$ , and  $y = 8 - x$ . Show that they meet in a point and find its co-ordinates.

Picture Study and Architecture  
A & B 1. Describe “Moses striking the rock,” by Murillo (or a detail).

A 2. Describe a Gothic building that you have seen, indicating with drawings, the Gothic features.

Drawing (with brush and in colour).

1. Some children dancing.
2. A perspective view through a window or door-way.

Music Appreciation.

What music by Sir Edward Elgar have you heard this term? Write about one composition.

Recitations.\*

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or a novel.

Reading.\*

Father to choose a poem, and a leading article from a newspaper.

Music.\*

Examine in work done.

Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

Drill.\*

Report progress.

Work.\*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, March 27th, Papers to be posted on April 1st, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.** The examination should last only a full school week. It may be postponed if due notice is given. Unlimited time should not be given for any answers: see Regulations, Nos. 1 & 7.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year, and are asked to keep "Form J." and the "optional examination" Report form for the terms in which they are needed.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.